

1

Ancient river civilisations

The first historical civilisations (those that used writing) are also known as river or urban civilisations. They appeared in very distinct places but they share a number of characteristics:

- They appeared on the banks of **large rivers** (Tigris and Euphrates, Nile, Indus and Huang He), from 4000 BC onwards, when farmers developed irrigation techniques that took advantage of the rivers' water.
- Increased production meant a bigger population, so the villages developed into large urban **settlements**.
- The need to organise life in the cities created **strong political power** and **hierarchical societies**.

Key vocabulary:

Civilisations (n.)

Settlements (n.)

Hierarchical (adj.)

Developed (v.)



Activities

- 1 Why do we call them river civilisations?
- 2 Look at the map and copy and complete the following table:
- 3 Use the map and an atlas to find out which modern countries correspond to the territories of the river civilisations and copy and complete this table with the information:

| Civilisation | Rivers that favoured their development |
|--------------|--|
| Mesopotamian | |
| | Nile |
| Indian | |
| | Huang He |

| Civilisation | Modern countries |
|--------------|------------------|
| Mesopotamian | |
| Egyptian | |
| Indian | |
| Chinese | |

1

Mesopotamia, the land between two rivers

1.1. THE FIRST CITY-STATES

The first urban civilisations appeared in the 4th millennium BC in **Sumer** (Lower Mesopotamia), in the fertile plains between the Tigris and Euphrates rivers.

The first **city-states** included Ur, Uruk and Lagash. The inhabitants of these independent cities used the water from rivers to farm the surrounding area.

Some farmers began to work as craftsmen. They sold their products in the markets. This stimulated trade and led to the invention of **money**.

There was a **temple** (or ziggurat) in the centre of the city to worship gods that protected the city and its people. The **priests** lived in the temple and controlled the harvest, trade and taxes.

Conflicts over land led to the appearance of military commanders. These commanders often took control of the cities and became **monarchs**.

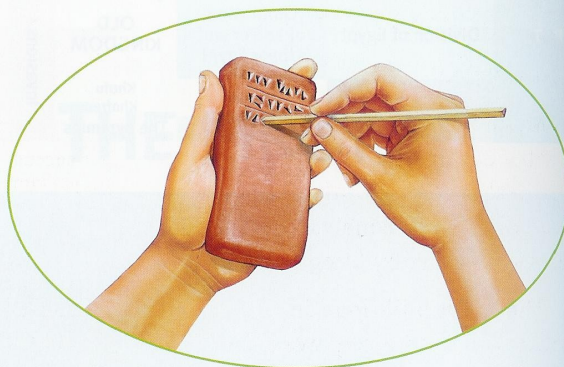
a What were the first city-states like?

1.2. THE FIRST EMPIRES

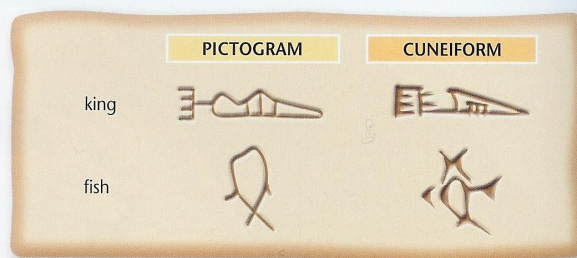
Between the 3rd and 1st millennium BC different dominant cities created empires in Mesopotamia:

- **Akkadian Empire:** King Sargon took control of the cities of Lower Mesopotamia.
- **Babylonian Empire:** the city of Babylon took over the rest of the cities of Mesopotamia. During this period the first laws were written, the Code of Hammurabi.
- **Assyrian Empire:** this empire stretched from the Persian Gulf to the Mediterranean.
- **Persian Empire:** this empire extended to the Indus River.

b What were the main empires of Mesopotamia?

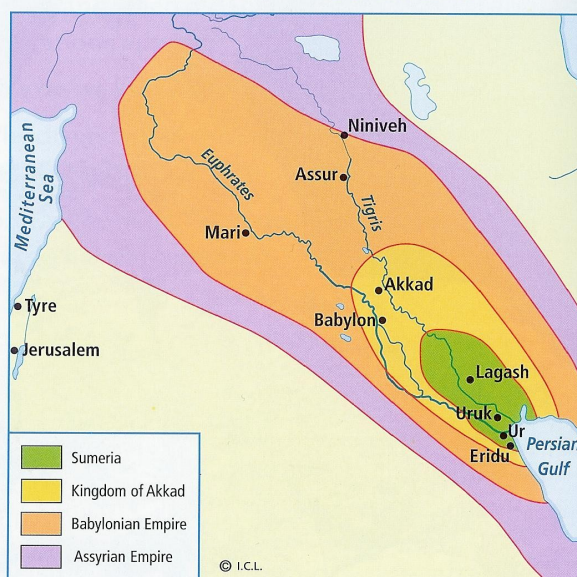


The first writing system used symbols (**pictograms**) to represent objects and concepts. The drawing shows how people wrote on clay tablets.



This diagram shows how the writing changed.

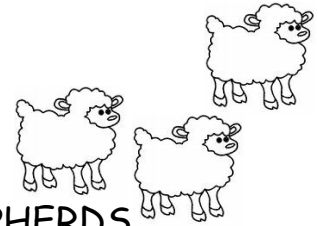
CITIES AND EMPIRES OF MESOPOTAMIA



PEOPLE



- Most citizens were FARMERS and SHEPHERDS



- There were ARTISANS and MERCHANTS



Merchants used COINS for the first time. These coins were made of SILVER.



- In the centre of the city, there was a temple called ZIGURAT



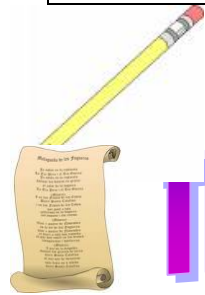
The PRIESTS lived in the Zigurat. The chief of all the priests was very powerful. He had political power and religious power. Some people helped him. They were government employees.



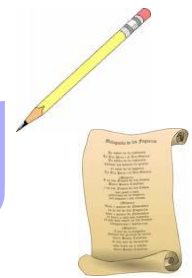
- These cities had wars to control the lands. So, many military men appeared to defend the lands. These military men became MONARCHS after.
- The wars produced many SLAVES



The first empires were: **The Kingdom of AKKAD (The king Sargon)**, **The Babilonic Empire (their king Hammurabi invented the first code of laws)**, **The Assyrian Empire** and **the Persian Empire**



The origins of Writing



Writing started in the year 3500 bc. Because PRIESTS wanted to control the information about lands, crops and taxes. They did the accounts.



The kings used writing to write new laws and codes. Some people wrote texts about religion and literature too.

A decorative border of palm trees surrounds the text. The border consists of a top row of 15 palm trees, a bottom row of 15 palm trees, and two vertical columns of 15 palm trees each on the left and right sides.

- First, people wrote with pictures. They used **PICTOGRAMS**.

- Then, people used ideas. They used **IDEOGRAMS**

- Finally, people used the **CUNEIFORM** writing:

They made symbols on notebooks made of clay. Then, the sun made the clay very very hard. Only a few people could write. They were the

1.3. MESOPOTAMIAN ART

The architecture

Mesopotamia's great contributions to architecture were the **arch** and the **vault**. These were very difficult to construct, but provided many building possibilities.

The main buildings in Mesopotamian cities were the **ziggurat** and the **palace**. These were made of adobe (bricks made of clay and straw) and covered in bitumen.

Brightly coloured **glazed ceramics** were used to decorate the buildings. The ceramics showed floral motifs, geometric designs and scenes of war.

Sculpture

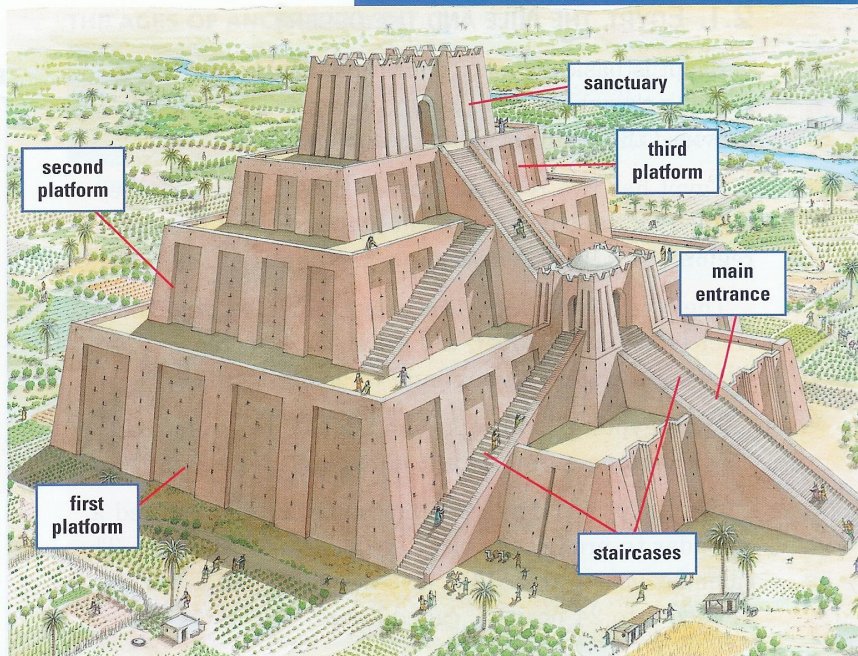
The most well-known statues are those that show men and women **worshipping**. There are also representations of **King Gudea** of Lagash, which served as models for later sculptures.

Mesopotamians also made **steles** that showed military or hunting scenes.

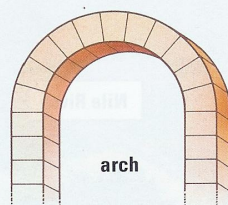
c What were Mesopotamia's most important contributions to architecture?

d What is a ziggurat?

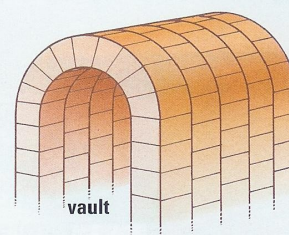
RECONSTRUCTION OF A ZIGGURAT



Mesopotamians built artificial "mountains" called ziggurats to communicate with the gods. They were pyramid-shaped temples made of several levels of bricks. At the top, there was a sanctuary where the gods lived.



arch



vault

ACTIVITIES

1 Match each word to a concept.

| | | |
|-------------|-------------------|--------|
| Ur | sculpture | Persia |
| Assyria | architecture | vault |
| arch | empires | Uruk |
| worshippers | first city-states | stèle |

2 When and where did the first urban civilisations appear? What did the inhabitants do?

3 Answer true (T) or false (F). Then correct the false sentences.

- Babylon was in the kingdom of Akkad.
- Mesopotamian sculptures often showed people worshipping in military scenes.
- Money was first used in the city-states.

2

Egypt at the time of the pharaohs

2.1. EGYPT, THE NILE AND THE DESERT

Egypt is basically a large desert with the Nile River running through it from north to south. The Nile provided the main means of transport.

Egypt has two regions: **Lower Egypt** (a large valley formed by the Nile Delta) and **Upper Egypt** (an arid region with a fertile area along the banks of the Nile).

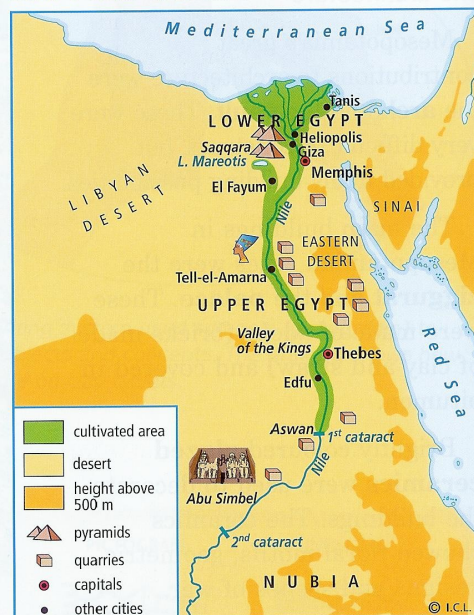
The level of the Nile rises every June, flooding the river banks. In October, the water level decreases, allowing the surrounding land to be cultivated.

The Egyptians built dikes and canals to irrigate crops. Egypt became an important **agrarian civilisation**.

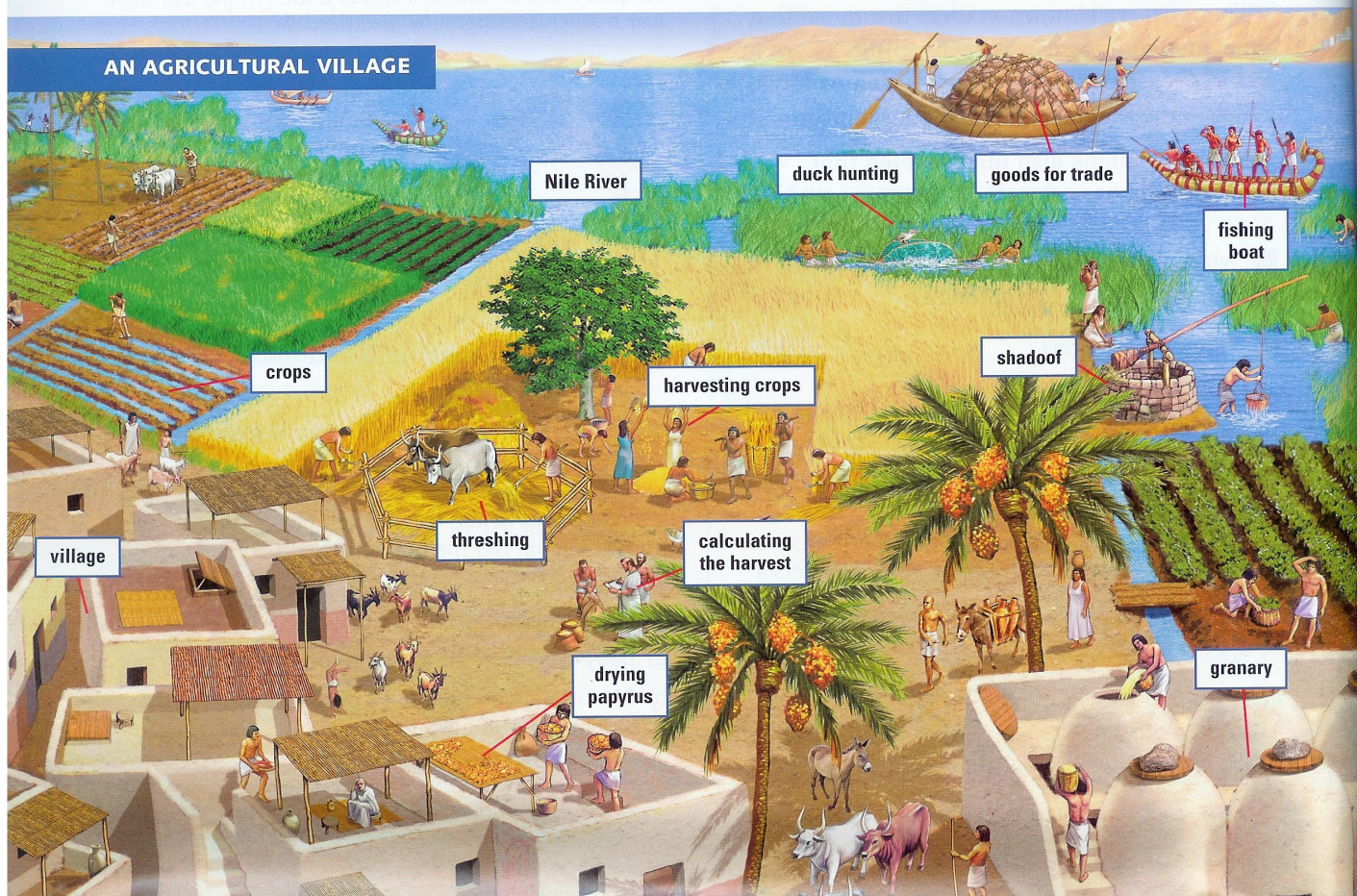
The Egyptians developed mathematics and created a calendar to predict the rises in the level of the Nile. The calendar year was divided into 365 days and a day was divided into 24 periods, called hours.

a How did Egypt become a major agrarian civilisation?

EGYPT AND THE NILE



AN AGRICULTURAL VILLAGE



2.2. THE POWER OF THE PHARAOHS

Egyptian pharaohs had **absolute power**. They owned all the land and their subjects saw them as gods. Pharaohs maintained law and order, acted as military leaders and controlled irrigation.

Pharaohs used **governors** and **civil servants** to help them govern.

b What powers did the pharaohs have?

2.3. EGYPTIAN SOCIETY

Egyptian society was divided into two groups: the **privileged class** and the **common people**.

The privileged class was made up of **high officials** in the civil service. They owned a lot of land and were very wealthy.

Priests conducted religious rites and controlled the land around the temple. **Scribes** were also part of the privileged class because they calculated taxes, organised the army and transcribed the pharaoh's orders.

The majority of Egyptians were **peasants** in villages. Although they were not slaves, peasants had to work the land that belonged to the pharaoh, the nobles and the temples. They also helped build pyramids and temples without any compensation.

There were also **traders** and **craftsmen**, who often worked in textiles, metals or carpentry. **Slaves** were the lowest and smallest class of society.

c How was Egyptian society organised?

d In which period did Ancient Egypt expand its territory?

THE AGES OF ANCIENT EGYPT

| | | |
|-----------------------|--------|--|
| OLD KINGDOM | 2670 → | <ul style="list-style-type: none"> Capital: Memphis Period of stability and prosperity The great pyramids (Khufu, Khafre, Menkaura) |
| Invasions | | |
| MIDDLE KINGDOM | 2040 → | <ul style="list-style-type: none"> Capital: Thebes Turbulent period of wars and invasions |
| Invasions | | |
| NEW KINGDOM | 1550 → | <ul style="list-style-type: none"> Capitals: Thebes and Tell-el-Amarna Ramses II expands territory Amenhotep IV (Akhenaton) proclaims monotheism (cult of Aten) End of Egyptian unification |
| Invasions | | |
| LATE PERIOD | 700 → | <ul style="list-style-type: none"> 6th century: Egypt becomes a Persian province 332 BC: Conquests of Alexander the Great 69-30 BC: Reign of Cleopatra VII. Egypt becomes a Roman province |



The Egyptians adopted a system of writing called **hieroglyphics**. It was similar to the writing used in Mesopotamia but more complicated and artistic. It was used to decorate temples and tombs. The picture shows a cartouche with hieroglyphics.

ACTIVITIES

- 1 What happened to the Nile in June? How did the Egyptians use this to their advantage?
- 2 Draw a diagram showing the different social groups of Ancient Egypt.
- 3 Why were scribes part of the privileged class?

Everyday life in Ancient Egypt

8

3.1. VILLAGES AND CITIES

Most people were peasants who lived in small **villages** on the banks of the Nile River.

The common people and peasants lived in simple houses. At first they were made of straw and mud. Later, these basic houses were made of adobe (mud or clay) bricks. The houses had one floor and a flat roof. The roof was used as a place to work or to dry different types of foods.

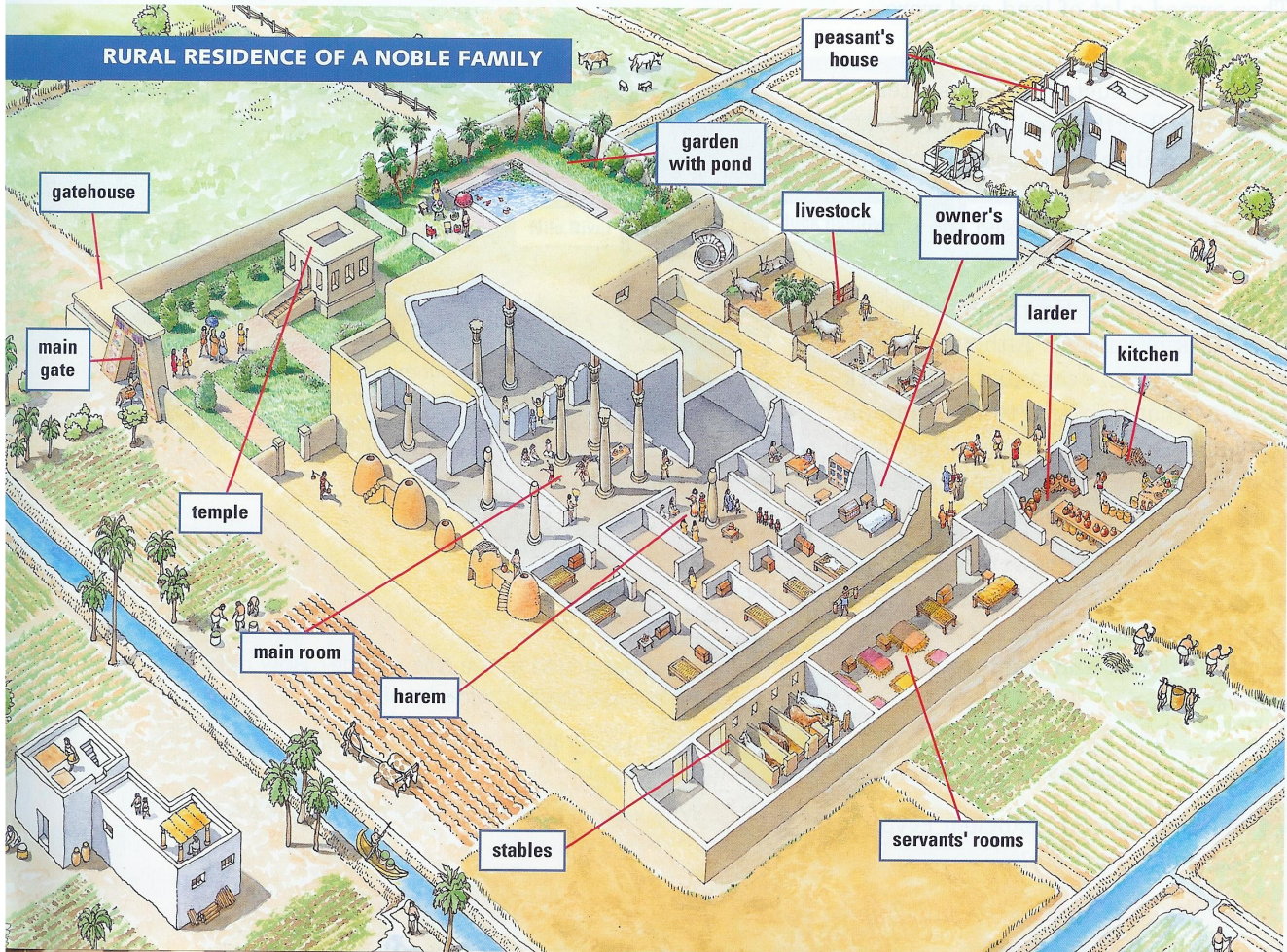
Wealthy people had residences made of stone and brick, surrounded by high walls. These large houses had many rooms and buildings, such as storerooms and stables.

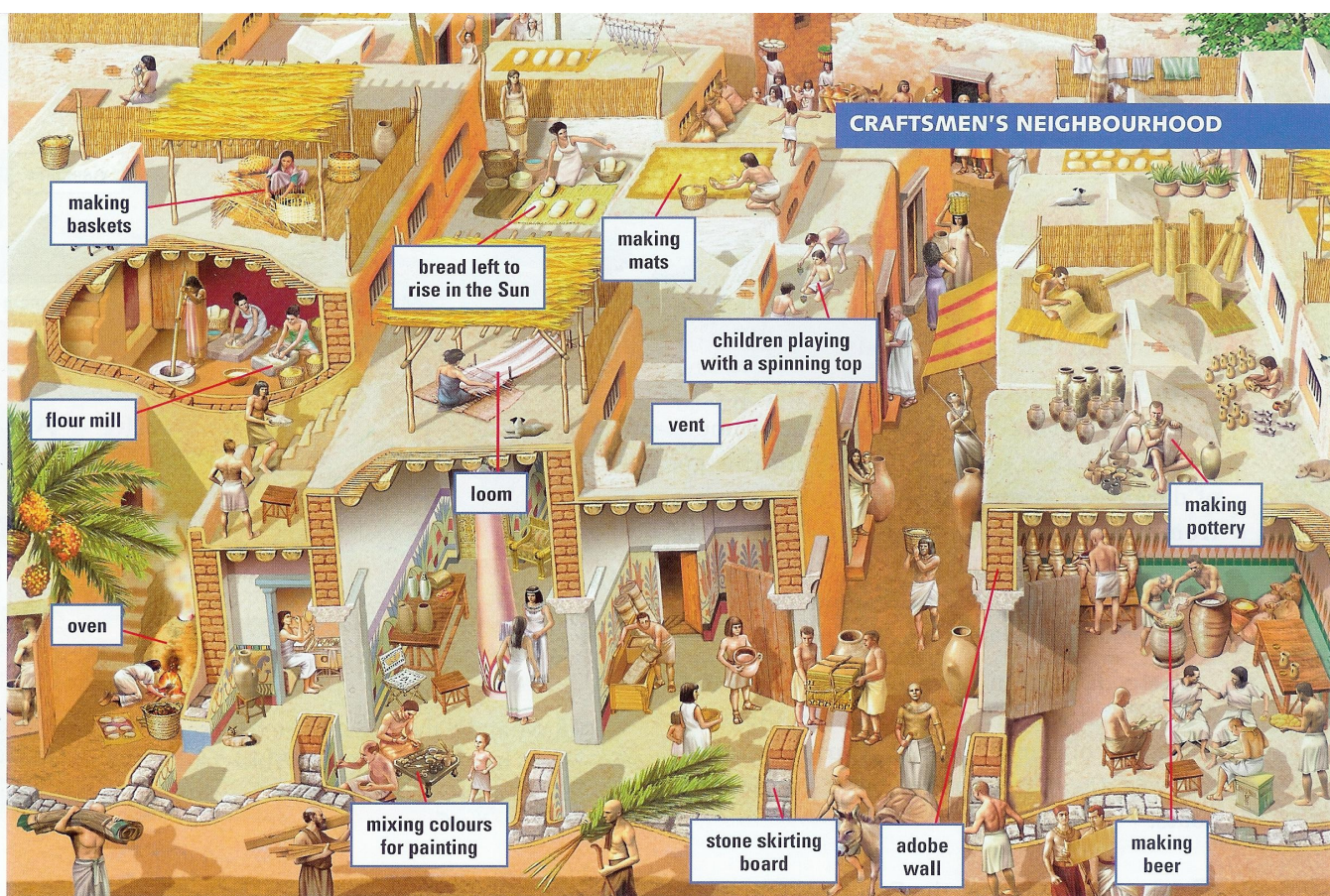
There were few **cities**. The city was where the pharaoh and the nobles lived. The cities also attracted traders and craftsmen from all over Egypt.

- a** Where did the majority of Egyptians live? Where did the pharaohs and nobles live?



Family was very important in Ancient Egypt. The father was the main authority in the family and the women usually worked in the fields and in the home. The picture shows the dwarf Seneb and his family.





3.2. FOOD AND CLOTHING

Most people in Ancient Egypt had a very simple diet. Their **staple foods** were beer and bread together with dried fish, lentils and peas. They also ate fruit (figs and grapes) and used honey and dates as natural sweeteners.

The wealthy had much more varied diets that included poultry, meat and vegetables.

Egyptian **clothing** was also very simple. Children were usually naked, women wore a linen robe and men wore a cloth tied at the waist with a belt.

The wealthy wore jewels, diadems and pectorals.

b How did men, women and children dress in Ancient Egypt?

c What were the staple foods of the Egyptian diet?



Painting showing a wheat harvest.

ACTIVITIES

- 1** How were the houses of the wealthy different from those of peasants?
- 2** Why do you think traders and craftsmen settled in cities?
- 3** Draw a table and classify the foods in Ancient Egypt according to the different social groups.

4

Gods and temples

4.1. EGYPTIAN GODS

Egyptians practised **polytheism**. This means that they worshipped many gods. Each city and province also had its local gods.

The most popular Egyptian god was **Ra**, the Sun god. **Osiris** (the god of the dead) came back to life after being killed by **Seth** (the god of darkness). **Horus** (the god of war) was born from the marriage of Osiris to his sister, **Isis** (the goddess of fertility). Other important gods included **Anubis** (god of the underworld) and **Thot** (god of wisdom).

The gods lived in **temple sanctuaries** in the form of statues. Priests worshipped them there, and made offerings to them. During religious festivals, the statues were placed on sacred boats.

- a** Why do we say that the Egyptians practised polytheism?

4.2. THE AFTERLIFE

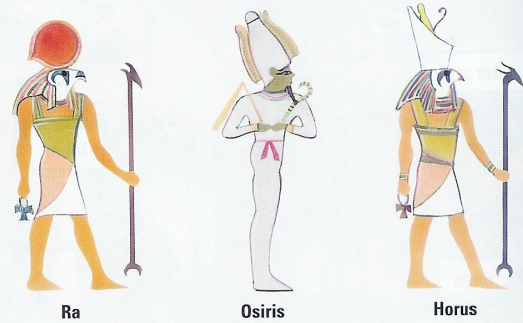
The Egyptian religion promised life after death. Egyptians believed that after dying, the **ka** (soul) passed into the afterlife. For this to happen, the body of the dead had to be preserved intact through mummification.

Before passing into the afterlife, the dead presented themselves for the **Judgment of Osiris**. If they passed the trial presided over by the god, they were allowed into the afterlife.

Offerings and small statues with magic inscriptions were placed in tombs. The Egyptians believed that the paintings and statues came to life in the afterlife.

- b** What did Egyptians believe happened after death?
c What did they put in the tombs?

MAIN EGYPTIAN GODS



- 1** What did the gods above represent? Ra and Horus have a bird's head. Which bird is it?

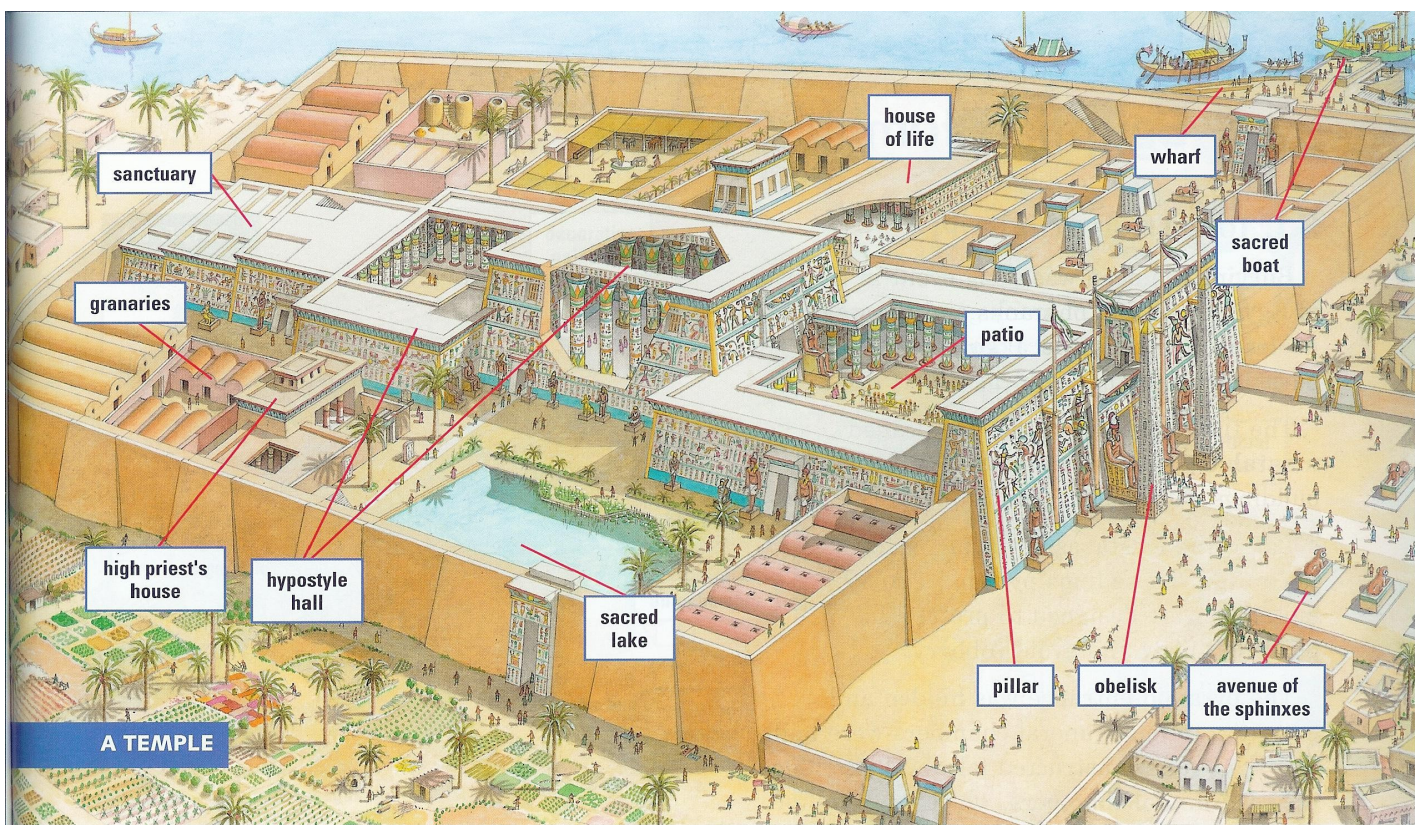


Anubis mummifying a body.

- 1** Why did Egyptians mummify the dead?

QUICK REVISION

- Egyptian religion was polytheistic and their gods lived in the temples.
- It was believed that the dead had to be judged by Osiris to enter the afterlife.



4.3. EGYPTIAN ARCHITECTURE

Egyptian art followed strict rules. The architecture used **lintels** (not arches or vaults) and was based on **monumentalism**. This represented the grandeur and power of the gods and pharaohs. The buildings were made of stone and were decorated with engravings, sculptures and paintings.

One of the most important buildings was the **temple**. All temples had a similar structure. They were surrounded by walls with a grand entrance of pillars and obelisks.

An avenue of sphinxes led to the entrance, after which there was a patio. This was followed by a columned hall with a high ceiling (a hypostyle hall). At the end there was a dark sanctuary with a statue of the god.

Only the pharaoh and the priests could enter the sanctuary. The common people could only go as far as the patio. The nobles and civil servants were allowed as far as the hypostyle hall.

d What was Egyptian architecture like?

LOOK

at the Egyptian temple

1 List the names of the parts of the temple in order of importance.

9

Listen and find. Which part of the temple is being described?

ACTIVITIES

2 Match the names to the descriptions.

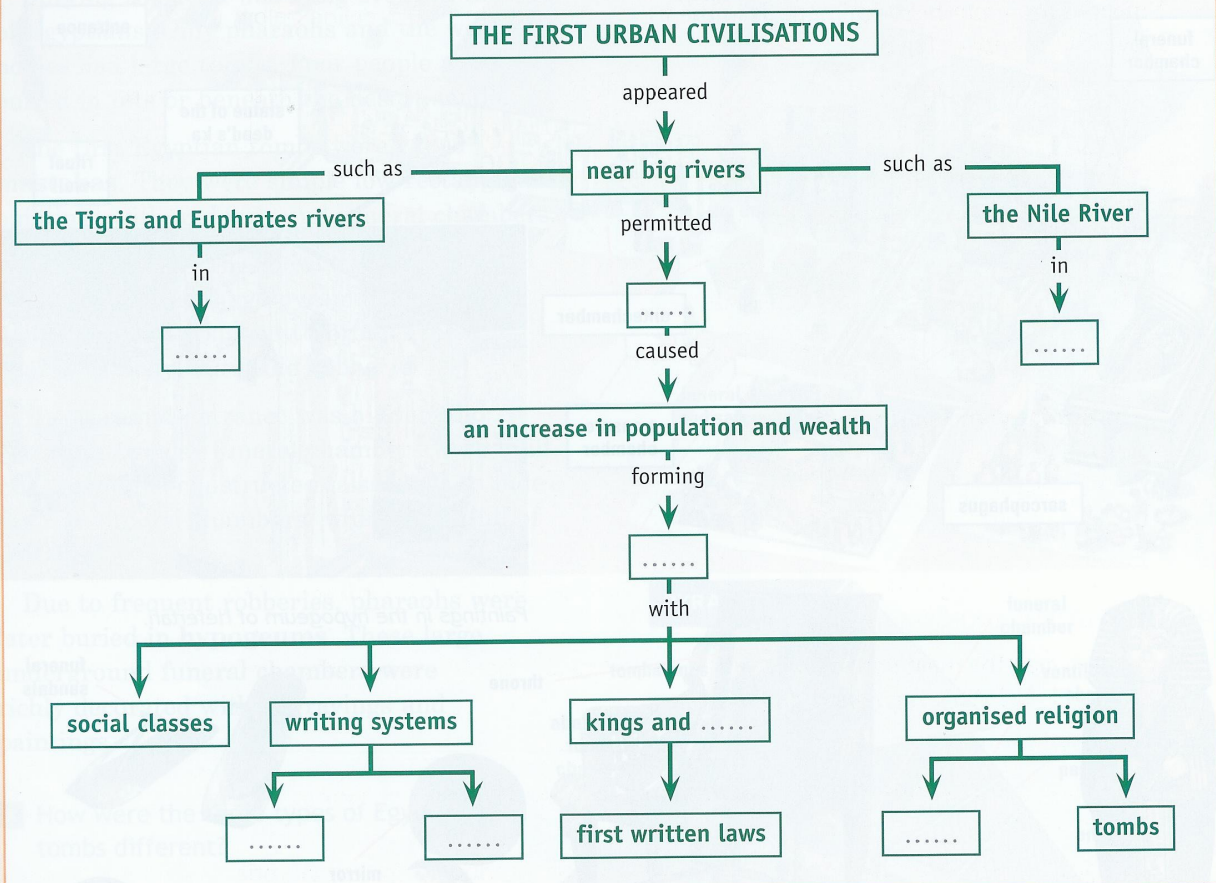
| | |
|--------|----------------------|
| Osiris | Goddess of fertility |
| Thot | God of war |
| Isis | God of the dead |
| Horus | Sun god |
| Ra | God of wisdom |

3 Put the following actions in chronological order.

- The dead presented themselves for the Judgement of Osiris.
- Offerings and statues were placed in the tombs of the dead.
- The body was mummified.
- The soul passed into the afterlife.

PRACTISE YOUR KEY COMPETENCES

1. Copy and complete. Then listen and check.



Revision

- Where and when did the first urban civilisations appear? What were their names? Where did their wealth come from?
- Which political systems existed in Mesopotamia? Which empires were created?
- What was Mesopotamian art like? What is a ziggurat?
- Which social groups existed in Egypt? What jobs did they have? How did they live?
- What are the main characteristics of Ancient Egyptian art and religion?

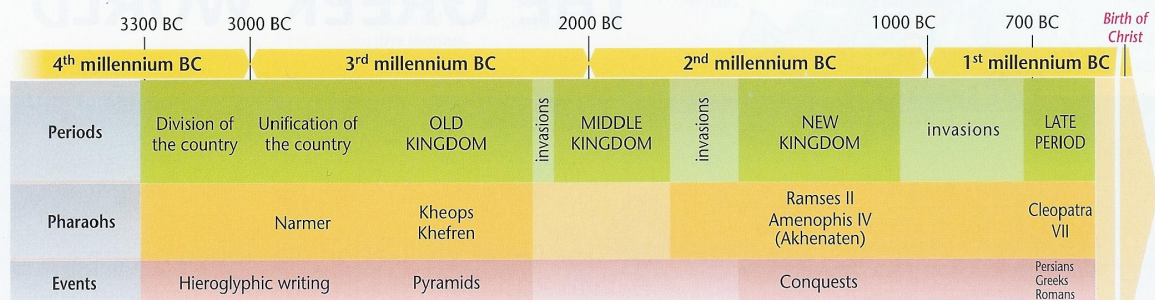
2. Learn about writing

- a) Which system of writing does each picture show: cuneiform script or hieroglyphics?
- b) Describe each system of writing and explain how they are different from each other.
- c) When did each system appear? What was it used for in each case?



3. Learn how to discuss a timeline

Timelines represent historical periods in the form of a diagram. The timeline below shows the history of Egypt.



a) Chronology and periods

- Which dates mark the beginning and the end of the timeline of Ancient Egyptian history? Over how many centuries did the civilisation develop?
- Which pharaoh unified Egypt? In which period?
- Apart from the unification of the country, what are the main periods of Ancient Egyptian history? When did each one happen?
- Between the main periods on the timeline, there are shorter periods. How many are there? What happened during these periods?

b) Historical events

- Name the pharaohs that ruled during the Old Kingdom and the New Kingdom.
- Explain the most important historical event in each period of Ancient Egyptian history.

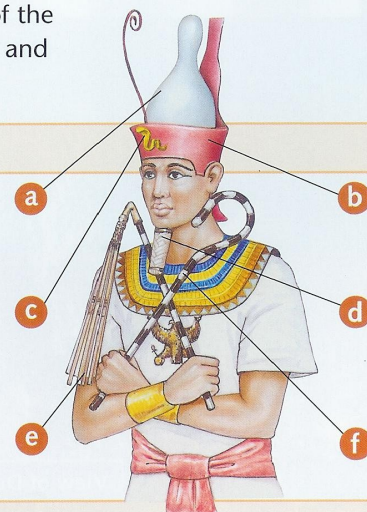
c) Summarise

- Study the information in the timeline. Write a short summary of the history of Ancient Egypt. Include the most important pharaohs and the most important events that happened during their reigns.

4. I identify the symbols of the pharaoh's power

Match the words with the letters in the picture showing the different symbols of power.

- Crown of Lower Egypt
- Crown of Upper Egypt
- Cobra (represents the goddess Wadjet)
- Sceptre (represents authority)
- Whip (represents control)
- Beard (represents eternity)



PAUTAS PARA LA REALIZACIÓN DE TAREAS DE LA SECUENCIA 5

TAREA 1: CUADRO RESUMEN DE LAS CIVILIZACIONES MESOPOTÁMICA Y EGIPCIA

Trabajo a realizar individualmente en inglés.

Deben contener al menos los siguientes campos de información: Chronology, Political organisation, Social groups, Cultural aspects. Los contenidos de las casillas del cuadro-resumen debe ser sintético y claro. Se pueden añadir casillas con otros aspectos.

PAUTAS:

- 1 - Traza un borrador de cuadro en tu cuaderno.
- 2 - A medida que vayamos viendo los diferentes aspectos en clase, ve rellenando las casillas con la información más importante de cada día.
- 3 - Busca información complementaria en el libro de texto, el dossier, otros libros y páginas de internet.
- 4 - Pasa a limpio el cuadro-resumen asegurándote de que la información que hay en los casilleros es sucinta, clara y correcta.

EVALUACIÓN:

En general, estos serán los criterios de calificación de la tarea:

1. No entrega el cuadro o este no contiene los contenidos mínimos correctos.
2. El cuadro contiene los contenidos mínimos, con algún error y no totalmente en inglés.
3. El cuadro está completo en inglés, los contenidos son totalmente correctos.
4. El cuadro está completo en inglés, los contenidos son correctos y hay elementos y entradas complementarias.

TAREA 2: CRÓNICA DE UN CRUCERO POR LOS RÍOS NILO, TIGRIS O EÚFRATES

Trabajo a realizar en equipo, preferentemente en inglés.

Se trata de realizar en grupo una crónica de 5-6 minutos de un viaje realizado por algunos de estos ríos. Del viaje, se deben presentar y explicar al menos 5 elementos de los vistos en clase. La crónica debe leerse o representarse en clase y entregarse por escrito al profesor. Se valorará el uso de complementos como decorados o paisajes de fondo, utensilios y objetos de la época, etc.

Pautas:

- 1- Una vez constituido el grupo, haced un guión con los elementos básicos que va a tener la crónica. Los cuadros-resumen de la tarea 1 pueden ser útiles.
- 2- Repartíos cada parte del guión entre los componentes del grupo y buscad información sobre lo que os ha tocado en libros, dossier, internet, etc. No dudéis en pasar a l@s compañer@s lo que encontréis que les pueda ser útil.
- 3- Reuníos y comentad, siguiendo el guión, la información y materiales que habéis encontrado.
- 4- Si la información recopilada es suficiente y adecuada: redactad la historia que vais a contar.
- 5- Repartíos los papeles y memorizad vuestra parte.
- 5- Haced un pequeño ensayo.
- 6- Exponed el trabajo en clase.

Evaluación:

Se evaluarán dos facetas: la conjunta del equipo que ha desarrollado el proyecto, basado en el grado de consecución de los objetivos planteados; y la individual, basada en la co-evaluación de los compañeros de

equipo y la observación del profesor.

| Nota | Evaluación de la exposición en equipo |
|-------------|--|
| 1 | Falta información requerida. La que hay no está bien organizada. Casi no se le entiende o se le oye cuando habla. No mira nunca al público al exponer. Lo expuesto no tiene relación con el tema o esta muy desorganizado. |
| 2 | La información es correcta aunque algo escasa. La organización se puede mejorar. En la exposición se cometen errores de pronunciación o se habla demasiado bajo, en ocasiones se da la espalda al público, falta algún contenido o el orden no es del todo correcto. |
| 3 | La información es correcta y está bien organizada. La vocalización o el volumen de la exposición no son del todo correctos. Se mira al público pero en una postura apoyada. Hay algún fallo en el orden de las ideas expuestas. |
| 4 | La información es correcta, está bien organizada y cuenta con aspectos ampliados o complementarios. La exposición está bien vocalizada, se mira al público continuamente y se utiliza material de apoyo extra para hacerse entender mejor. |

| Nota | Evaluación individual |
|-------------|--|
| 1 | No cumple con su parte del trabajo; Es impuntual o se ausenta; No pone interés ni presta atención a sus compañeras o al profesor; Falta el respeto o molesta. |
| 2 | Es puntual y cumple con su parte del trabajo; Presta atención; Cooperar con sus compañer@s y ayuda en las tareas. |
| 3 | Propone ideas y materiales al grupo y atiende a las propuestas de los demás; Pone facilidades y recursos para hacer los proyectos; Se interesa por cómo marcha el trabajo de sus compañeros. |
| 4 | Propone recursos y presta los suyos; Ayuda a los demás y deja que los demás le ayuden. |

Direcciones de internet:

- Civilizaciones fluviales:
<http://thales.cica.es./rd/Recursos/rd98/HisArtLit/01/civifl.htm>
http://iris.cnice.mec.es/kairos/enseanzas/eso/antigua/egipto_00.html
- Civilización mesopotámica:
http://iris.cnice.mec.es/kairos/enseanzas/eso/antigua/egipto_02_00.html
<http://www.hiru.com/historia/mesopotamia>
- Civilización egipcia:
<http://www.geohistoria.net/paginas/1eso6.htm>
http://iris.cnice.mec.es/kairos/enseanzas/eso/antigua/egipto_01_00.html
http://www.hiru.com/historia/historia_00300.html
<http://www.librosvivos.net/smtc/homeTC.asp?TemaClave=1045&est=0>

Películas:

Civilizaciones perdidas-Mesopotamia. Retorno al Edén (Lost Civilizations). Robert Gardner. EEUU, 2004. * TP.** Asombroso documental sobre una excavación arqueológica. Por medio de los restos hallados, se trata de indagar en las claves del nacimiento de la civilización, como el descubrimiento de la rueda o las primeras leyes, y en la verdad acerca de las narraciones mitológicas de la Antigüedad que han dado origen a las grandes religiones monoteístas.

La Biblia (The Bible: In the beginning...). John Huston. EEUU, 1966. * SC.**
Sinopsis: Huston revisa con buen pulso y con cierto sentido del humor algunos de los pasajes del Antiguo Testamento, como la Creación, la expulsión del Edén, la Torre de Babel, el Arca de Noé, etc.

Sodoma y Gomorra (Sodom and Gomorrah). Robert Aldrich. EEUU, 1962. * TP.**
Sinopsis: Filme inspirado en un episodio del Antiguo Testamento que narra cómo Lot busca una tierra de promisión para su tribu y la encuentra cerca de las ciudades de Sodoma y Gomorra; sin embargo, los hebreos son traicionados y Dios decide poner fin a las dos ciudades por su vida disipada. De la ira de Dios solo se pueden salvar aquellos que cumplen su mandato de abandonar esas tierras sin volver la mirada.

Tierra de faraones (Land of the pharaohs). Howard Hawks. EEUU, 1955.***TP.**
Sinopsis: Obra maestra de la historia del cine en la que se cuenta cómo el faraón Keops ordena levantar la más grandiosa pirámide construida hasta entonces, que le sirva de monumento funerario. Esta construcción, magistralmente recreada en la pantalla, será la tarea que, durante más de 30 años, llevarán a cabo miles de esclavos, que pagarán con su vida el tributo a la vida eterna del monarca. La participación masiva de esclavos en la construcción de las pirámides está siendo cuestionada por la historiografía.

Faraón (Pharaon). Jerzy Kawalerowicz. Polonia, 1966.**SC.**

Sinopsis: Prestigiosa producción del cine europeo centrada en la vida del faraón Ramses XIII. Tras la muerte de su padre, quien había sumido al pueblo en la miseria y había puesto en peligro al imperio amenazado por los asirios, decide hacer frente a estos graves problemas. Para ello tendrá que recurrir a los tesoros acumulados en el templo, y su pretensión se encontrará con la resistencia de los sacerdotes que verán en el empeño del joven faraón una amenaza para su privilegiada forma de vida.

Sinuhé el egipcio (The egyptian). Michael Curtiz. EEUU, 1954.*SC.**

Sinopsis: Firmada por el director de Casablanca, no alcanza la consideración de obra maestra, aunque sí es una buena película. Narra la vida de un joven médico en el Antiguo Egipto que, al salvar la vida del faraón, entra a formar parte de la corte. A partir de ese hecho, la vida del protagonista transcurrirá entre relaciones amorosas, el ejercicio de la medicina e intrigas políticas que producirán fuertes vaivenes en su vida hasta acabar viejo y exiliado por la defensa de sus ideales religiosos.

Libros

Lara Peinado, Federico : **Así vivían en Babilonia**. Anaya, 2000.

Muestra de forma clara y amena la vida cotidiana de esta civilización y sus aportaciones, como la escritura, las creencias religiosas y la recopilación de la ley en un código.

Bottero, Jean : **La cocina más antigua del mundo: la gastronomía en la antigua Mesopotamia**. Tusquets Editores, 2005.

El descubrimiento de tres tablillas con cuarenta recetas de cocina permite conocer la gastronomía en la antigua Mesopotamia: las formas de cocinar el pan, el gusto por los asados y los caldos, y la predilección por condimentos como el ajo, la cebolla y el puerro.

Kramer, Samuel Noah : **La historia empieza en Sumer: 39 testimonios de la historia escrita**. Alianza Editorial, 2010.

Ofrece un completo panorama de la cultura sumeria, incluyendo los asuntos políticos, la agricultura, la escritura, la instrucción, la literatura, la filosofía, la legislación, las costumbres y la vida sentimental.

Oakes, Lorna : **Un viaje a... Mesopotamia**. Edilar, 2009.

Analiza las aportaciones de los diferentes pueblos que se sucedieron en el espacio mesopotámico, en los campos de la técnica, la construcción, las matemáticas, la astronomía y la escritura. Trata también los rasgos de su vida a partir de la información contenida en las tablillas de arcilla que han llegado hasta nosotros.

Maccall, Henrietta : **Mitos mesopotámicos**. Akal, 1994.

Narra de forma comprensible y amena los mitos mesopotámicos que han influido en otras civilizaciones, como el del Diluvio Universal de la Biblia, entre otros.

Bottero, Jean, y Kramer, Samuel Noah : **Cuando los dioses hacían de hombres: mitología mesopotámica**. Akal, 2004.

Recopila los mitos mesopotámicos más famosos, como el Descenso de Istar al Infierno, la Epopeya de la Creación, el Poema del Muy Sabio o el Poema de Erra.

Bottero, Jean : **La epopeya de Gilgamesh: el gran hombre que no quería morir** (3.ª ed.). Akal, 2007.

Relata la historia de una amistad truncada por la muerte, que lleva al superviviente rey Gilgamesh a buscar desesperadamente alcanzar la inmortalidad.

Fernández Rubio, Narcís : **Así vivían los egipcios**. Anaya, 2005.

Trata de forma amena y con abundantes ilustraciones, la vida cotidiana en el antiguo Egipto, la organización política, la vida cotidiana (matrimonio, educación), el urbanismo, el trabajo, el ocio, las creencias y el arte.

Honan , Linda : **Pasa un día en el Antiguo Egipto**. Limusa, 2002.

Imaginarás que un día, al levantarte, has viajado 4 500 años atrás y pasas un día con una familia egipcia. Con ella conocerás muchos aspectos de esta antigua civilización y podrás realizar actividades como ejecutar música con un menat, contar con jeroglíficos, jugar al senet y disfrutar de un estupendo banquete.

Malam , John : **Leyendas y mitos del desierto**. Anaya, 2002.

Muestra las creencias de los antiguos egipcios y te permite descubrir cómo sus dioses les ayudaban a encontrarle un sentido al mundo que les rodeaba: desde los motivos de la puesta del sol hasta los de la llegada de la inundación anual del Nilo. Únete a Rick, Evy y Alex en su investigación sobre las creencias de los antiguos egipcios. Descubre la importancia de los escarabajos, cuáles eran los mitos sobre escorpiones y averigua qué dioses protegían a los egipcios en su vida diaria.

Platt , Richard : **La vida en Egipto: diario del aprendiz de escriba Nakht**. Parramon Ediciones, S.A., 2006.

A través de Nakht, un niño egipcio que se traslada con sus padres a la ciudad de Menfis, se conocen numerosos aspectos de la vida cotidiana del Antiguo Egipto (alimentos, medicinas, sociedad, dioses, fiestas, etc.) acompañados de sucesos de intriga y de misterio.

Ruzica , Oldrich : **En busca del tesoro de Tot**. Luis Vives, 2009.

Un libro de misterio en el que un egiptólogo debe descubrir dónde se encuentran el tesoro y los libros de sabiduría de Tot, para unos secuestradores que han capturado a su hijo. El libro incluye maquetas de pirámides, papiros, jeroglíficos, un diario arqueológico y un puzle de estelas funerarias.

Évano Brigitte : **Cuentos y leyendas del Antiguo Egipto**. Anaya, 2002.

Relata historias protagonizadas por divinidades, sacerdotes, escribas, campesinos y otros personajes del antiguo Egipto: Isis quiere arrebatarse a toda costa el poder a Ra; Osiris y Horus se enfrentan a Set, Kunapup, el campesino, e Ipuver, el sabio desafían al faraón, etc.

Simpson , Margaret : **Cleopatra y su serpiente**. El Rompecabezas, 2007.

Narra, en clave de humor, diferentes aspectos de la vida de Cleopatra: hablaba nueve idiomas, se casó con sus dos hermanos, hizo matar a su hermana, qué decían sobre ella sus contemporáneos, etc.

EVALUACIÓN Y AUTOEVALUACIÓN. 1º ESO BILINGÜE. SECUENCIA 5. ALUMNO/A:

Sobre las sensaciones y el grado de satisfacción con la secuencia realizada:

¿te ha interesado lo que hemos visto?

¿te ha gustado la manera en que hemos abordado el tema?

¿estás satisfecho/a con el trabajo que has realizado?

¿Crees que has aprendido cosas nuevas? ¿cuáles?

Sobre el grado de satisfacción con la tarea realizada en grupo. Puntuar de 1 a 4.

| | |
|---|--|
| Grado de satisfacción con el proceso de trabajo | |
| Grado de satisfacción en el resultado final | |
| Grado de compromiso y cumplimiento en el proceso de trabajo de mis compañero/as | |

Sobre los demás trabajos

| ¿Qué trabajos te han gustado más? | ¿Por qué? | Cómo lo puntuarías (1-4) |
|-----------------------------------|-----------|--------------------------|
| | | |
| | | |
| | | |

Sobre los contenidos didácticos

| CONOZCO O SE HACER | SI | NO | ¿? |
|---|----|----|----|
| Localizar en un mapa Mesopotamia y Egipto | | | |
| Describir los principales rasgos (políticos, económicos y culturales) de la civilización mesopotámica | | | |
| Describir los principales rasgos (políticos, económicos y culturales) de la civilización egipcia | | | |

¿Tienes algo que añadir?

| Calificaciones (a rellenar por el profesor) | | | |
|---|--------------|-------|--------------------------------|
| Criterio ponderado | Calificación | Total | Pre-nota trimestral (sobre 10) |
| Actitud | | | |
| Libreta | | | |
| Tarea 1 | | | |
| Tarea 2 (colectiva) | | | |
| Tarea 2 (individual) | | | |